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Ministry of Education

Performance Plan

2001/2002 – 2003/2004

April 30, 2001

BRITISH COLUMBIA

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Introduction

Education plays a central part in the government's priorities. Improved educational attainment increases job opportunities, earning potential, and overall economic growth while reducing levels of crime, dependence on government financial support, and use of health care services. Educated individuals contribute significantly to innovation and entrepreneurship and to the civic life of British Columbia.

The Minister of Education has specified duties and powers under the *School Act*, *Independent School Act*, and the *Teaching Profession Act*. These duties include the establishment of a governance structure, development of policies and setting standards for the education system, providing funding to school boards, overall monitoring and direction for the education system, and providing leadership to K-12 educational institutions.[1]

Involvement of parents and the wider community is critical to the success of the K-12 education system. Parents have the primary responsibility to ensure that their children are provided with the healthy and supportive environment necessary for learning.[2] Although the goals and objectives outlined in this Performance Plan do not address the role of parents and the community specifically, their support of and involvement in the K-12 education system is critical for success.

The purpose of this Performance Plan is to articulate strategies for 2001/02 – 2003/04 that directly support the attainment of the government's goals for the education system. This Plan communicates the Ministry's strategic direction and activities to government, interested members of the education community, the public, and Ministry staff.

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[1] The Ministry's organization is described in Appendix 1 and a summary of the current governance structure is included in Appendix 2.

[2] "Statement of Education Policy Order", Manual of School Law K-12, 12th Edition, Ministry of Education, Province of BC

Ministry Vision and Mission

The Ministry's vision is an education system that is measurably the best in Canada. The system's mission or mandate is set out in the *School Act*:

> *The purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.*

Education plays a central part in the development of the knowledge students will need to take a full and active part in society. School boards and independent schools have a primary responsibility for students' intellectual development, and a shared responsibility with families and the community for students' human, social and career development, and for their development as citizens.

British Columbia can be proud of how well students are prepared for the responsibilities they will face. Comparisons with other jurisdictions and comparisons over time indicate that students in British Columbia's schools do well. They pursue further education in colleges, institutes and universities, gain valuable knowledge and skills in specialized training programs, contribute their knowledge and skill in the workplace, provide service to their communities as volunteers, and are actively involved in the issues of their society. These outcomes would not be achieved without a strong education system.

People elsewhere envy British Columbia's public education system. The British Columbia K-12 curriculum has a reputation of being very high quality. Senior government and education officials from other countries note that British Columbia schools include students who, in other jurisdictions, are denied schooling or are segregated from the majority of students. They applaud the standards that British Columbia students achieve on provincial, national and international assessments. They observe that British Columbia students are staying in school longer, and that British Columbia has one of the highest school completion rates in Canada. British Columbia's citizens are among the best-educated people in the world, and those responsible for their education are among the best prepared.

The Business of the Ministry

The Ministry of Education's primary function is to provide leadership and support to the K-12 system which serves approximately 600,000 students in public schools, approximately 60,000 independent school students and over 4,000 home schooled children. As well, the Ministry provides advice to the Minister and government, and reflects the government's wishes in the form of legislation, regulations, orders and policies. It does not directly provide educational services to students, nor does it directly manage any schools.

The most important Ministry work is setting standards for what students are expected to learn and establishing the framework by which government funds are distributed to support the

education system. The Ministry must also demonstrate that the legislation, regulations, orders and policies that it administers are achieving the results desired by government. It holds itself and the school boards and independent schools to which authority is devolved accountable for results by monitoring and reporting the extent to which important goals are being achieved, as well as through audits of a variety of sub-components of the education system.

Much of the Performance Plan is focused on the results obtained by students even though school boards and schools are the agencies responsible for service delivery. Using its policy, financial and monitoring tools, the Ministry is seeking steady improvement in the opportunities available to students as well as the results those opportunities provide.

Meeting the Challenge of Change

The world is changing rapidly. Economic uncertainty and the demands of the 21st century challenge all of us to ensure that students are prepared for the future. The complicated and changing world that children will face requires that they have a strong foundation in reading, writing and mathematics, familiarity with new technologies, the ability to apply knowledge in new settings, the ability to work with and relate to others, preparation for life-long learning, and a critical intelligence that can adapt to circumstances unforeseen.

A number of factors in the social and economic environment in which the Ministry operates affect the conduct and success of education in British Columbia. The most important of these are reviewed in the Ministry's environment scan. A summary of observations is presented in Appendix 3.

The system must build upon the successes it has achieved today in order to meet tomorrow's challenges. The Ministry must set and communicate clear expectations for the education system, ensure that resources are focused where they are most needed, monitor progress, and continue to seek ways of making schools better.

As important as teachers are, they cannot by themselves ensure that learners will be successful. They need the help of parents and other community members such as business and labour, volunteer organizations, school-based and district administrators, school boards and the Ministry of Education. School boards are responsible for offering provincially prescribed and locally developed programs of high quality. The Ministry of Education has responsibility for providing leadership and support and for working with other Ministries to obtain their assistance. Recognizing the central role of parents in preparing children for their adult responsibilities, the Ministry works with parent groups to ensure that they are informed about education and able to provide advice about educational programs that children receive.

Honouring Our Commitment

Setting Priorities and Standards, and Developing Programs

The Ministry of Education provides guidance in identifying which of the many outcomes of education are most important, and what standards are appropriate in determining whether those outcomes have been achieved. Once developed and approved, the curricular expectations are communicated to teachers, parents, and the wider community.

The Ministry also provides leadership in the development of programs that address specific needs that cannot be addressed by existing programs. For example, the Ministry of Education cooperates with a variety of other agencies to make our schools safe places for students. It supports programs for students, parents, educators, and community members to raise their awareness of bullying and violence, and to provide better ways of resolving conflicts.

The Ministry is committed to providing an equitable environment that encourages school boards to develop programs and approaches that help students meet expectations in terms of intellectual development, career development, and human and social development. The Ministry also has a role in monitoring and reporting how well all students achieve the goals of education.

Committing and Focusing Resources

The government provides funds to the Ministry of Education for the operation of the K-12 education system. The Ministry allocates these resources to support learning and teaching and to build and renovate schools to create better environments in which to learn and teach.

The Ministry strives to ensure that students are getting the maximum benefit from the public's investment in education. Ministry staff work with school boards to ensure consistency and effectiveness in programs such as Special Education, English as a Second Language and Aboriginal Education; access to and appropriate use of new technologies; and opportunities for making a smooth transition to further education or work.

Monitoring Our Progress

The Ministry is committed to ensuring student success and making certain that resources are directed to those students who most need them. The Ministry of Education collects information required to address the needs of those learners for whom we must do better. This information complements the wide range of observations and assessments that teachers make and report to parents about the performance of students in their classes, formal appraisals such as grade 12 examinations, and national and international assessments. The Ministry conducts annual assessments of reading, writing, and numeracy at grades 4, 7, and 10.

The Ministry supports a program of school accreditation. Over a six-year cycle, every public school produces a self-study report using data from provincial assessments and data from local collections. Following the report, an external team visits the school and responds to the self-

study and its observations. The school is then required to annually report how well it is doing in the achievement of its plan for improvement.

In addition to an external accreditation of independent schools, an inspector employed by the Ministry visits schools periodically to ensure that these institutions are meeting standards set by the Ministry.

Celebrating Successes and Identifying a Focus for Improvement

The Ministry develops annual reports summarizing student achievement in core learning areas, completion rates, transitions to work and post-secondary education, information about public and parental satisfaction, and information about plans to address areas in need of improvement. School boards produce similar annual reports, as well as reports about what specific schools are doing to improve education.

Public Education is the Responsibility of All

British Columbia is fortunate to have a strong, successful system of public education. The successes and strengths could not have been achieved without the effort of: parents, teachers, administrators, school trustees, business, labour, the Ministry of Education and - most important - students. The province deserves to celebrate the successes of its education system and ***we must continue to work together to make learning successful for all students***.

Ministry Goals and Objectives

Goal 1. A universally accessible and publicly funded K to 12 education system

Objective 1. To maintain the infrastructure needed for the conduct of education

Objective 2. To improve and maintain public support for the K-12 education system

Goal 2. Students are prepared for responsibilities of adult citizenship

Objective 1. To improve student performance in areas of intellectual development

Objective 2. To improve student performance in career development

Objective 3. To improve student performance in areas of human and social development

Goal 3. Students are able to achieve the goals of education regardless of their ethnic origin, gender, geographic location, physical characteristics, or socio-economic status [3]

Objective. To eliminate inequalities among students in terms of their ability to meet the goals of education

Goal 4. The Ministry of Education is supportive of, and provides leadership to, a performance driven system

Objective. To build a performance oriented culture inside the Ministry

The tables on the following pages identify, for each of the objectives listed above, the strategies that the Ministry intends to undertake in 2001/02 in pursuit of the long-term goals. The strategies

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[3] The goals of education are intellectual development, career development, and human and social development, as defined in the "Statement of Education Policy Order", *Manual of School Law*, p. D-85

presented are anticipated to persist through the three year period covered by this performance plan (2001/02 – 2003/04). Associated performance measures are identified.[4] Human and financial resources devoted to the Ministry's activities in 2001/02 are also indicated in the last table in this section. These funding and staffing levels are expected to continue through to 2003/04.

[4] A complete list of performance measures and targets is included in Appendix 4.

Goal 1 **A universally accessible and publicly funded K to 12 education system**

Objective 1: To maintain the infrastructure needed for the conduct of education	**Objective 2:** To improve and maintain public support for the K-12 education system
Performance Measures: • Proportion of existing buildings with life expectancy less than 10 years • Proportion of curriculum documents that are older than 5 years • Universal access to the basic education program leading to graduation	**Performance Measures:** • Level of public satisfaction with the K-12 education system • Level of parental satisfaction with schools
Strategies	**Strategies**
1. Provide legal, policy, financial, technological, information, and curriculum frameworks. 2. Monitor the system to assess the effectiveness of established frameworks. 3. Modify frameworks as needed to enhance student performance and system effectiveness and efficiencies.	1. Monitor levels of public and parental satisfaction. 2. Identify areas with low levels of satisfaction. 3. With school boards and independent schools, create strategies to improve satisfaction.

Goal 2 Students are prepared for responsibilities of adult citizenship

Objective 1: To improve student performance in areas of intellectual development	**Objective 2:** To improve student performance in areas of career development	**Objective 3:** To improve student performance in areas of human and social development
Performance Measures: • Percent of students meeting or exceeding expectations on Foundation Skills Assessment (FSA) • School completion rate • Grade 8-9 transition rate • Percent of students with 'C' or better in Grade 12 courses • Percent of Grade 12 students receiving scholarships	**Performance Measures:** • School completion rate • Percent of students making transitions to work and/or post secondary education	**Performance Measures:** • The Ministry will develop measures of human and social development measures in 2001 and collect data in 2002
Strategies 1. Establish standards and monitor performance. 2. Identify and report areas of low performance. 3. Undertake activities intended to improve performance. 4. Continue to monitor to ensure that performance is improving.		

Goal 3 **Students are able to achieve the goals of education regardless of their ethnic origin, gender, geographic location, physical characteristics, or socio-economic status**

Objective:
To eliminate inequalities among students in terms of their ability to meet the goals of education
Performance Measures: • Percent of students meeting or exceeding expectations on FSA, by equity group • School completion rate, by equity group • Grade 8 – 9 transition rate • Percent of students with 'C' or better in Grade 12 courses, by equity group • Percent of Grade 12 students receiving scholarships, by equity group • Percent of students making transition to post-secondary and/or work, by equity group
Strategies
1. Establish standards and monitor performance. 2. Identify and report areas of low performance. 3. Undertake activities intended to improve performance. 4. Continue to monitor to ensure that performance is improving.

Goal 4 **The Ministry of Education is supportive of, and provides leadership to, a performance driven system**

Objective: To build a performance oriented culture inside the Ministry
Performance Measures: • Percent of personnel in Branches who have the skills and attitudes needed to help the Ministry become performance oriented • Percent of Ministry staff who feel they are contributing to improving performance in the system
Strategies 1. Monitor the Ministry's internal environment. 2. Identify areas that should become more effective and responsive. 3. Develop activities that will improve the Ministry's internal performance.

Ministry Resources 2001/2002

Program Area (Division)	Activities	Administered by (Branch)	FTEs	$
Governance, Policy and Finance	• Assistant Deputy Minister's Office		3.8	146,000
	• Management and planning of school facilities	Capital Planning	15	2,089,200
	• Allocating, monitoring, and reporting on funding to the system • Grants to school boards	School Finance	26	4,533,497,406
	• Provide legislative and policy framework • Registration, funding and evaluation of independent schools • Provide program and performance information to independent schools	Governance, Legislation and Independent Schools	21	151,848,825
		Subtotal	65.8	4,687,581,431
Educational Support Services	• Assistant Deputy Minister's Office		3.5	179,000
	• Scholarships/Awards • Transcripts • Provide performance information to program areas for evaluation and feedback to districts • Development of decision support infrastructure	Data Management and Student Certification	29	1,734,011
	• Provide program and performance information about distance and electronic education students • Provide the technological infrastructure to schools • Provide distance and electronic delivery programs	Education Technology	13	28,372,500
	• Provide program and performance information • Administration of Foundation Skills Assessment for grades 4, 7, and 10 • Grade 12 examinations • Development and dissemination of performance standards • Accredit public schools	Student Assessment and Program Evaluation	34	10,945,188

Subtotal	79.5	41,230,699

Educational Programs	• Assistant Deputy Minister's Office		4	179,500
	• Provide the curriculum framework • Provide Integrated Resource Packages to assist teachers • Career programs for secondary school students	Curriculum	34	7,128,720
	• Provide program and performance information to school boards • Career Technical Centres • Early childhood development projects • Monitor the effect of the K-3 class size reduction strategy • Educator recruitment and retention • Adult Basic Education Program	Field Services	13	2,634,664
	• Provide program and performance information about special needs students to school boards • Implementation of the *Special Education Review* recommendations • Provide human and social development resources to the system (e.g., safe schools, anti-bullying)	Special Programs	12.5	1,129,100
	• Provide program and performance information about Aboriginal students to school boards • Facilitate development of Aboriginal Improvement Agreements	Aboriginal Education	6.5	1,195,786
		Subtotal	70	12,267,770
Deputy Minister's Office	• Communicate government priorities in education • Align Branch activities to the goals and objectives in the Performance Plan	DMO	10	1,181,100
	• Distribute current and relevant program and performance information to the public	Communications Branch	18.5	1,373,100
		Subtotal	28.5	2,554,200

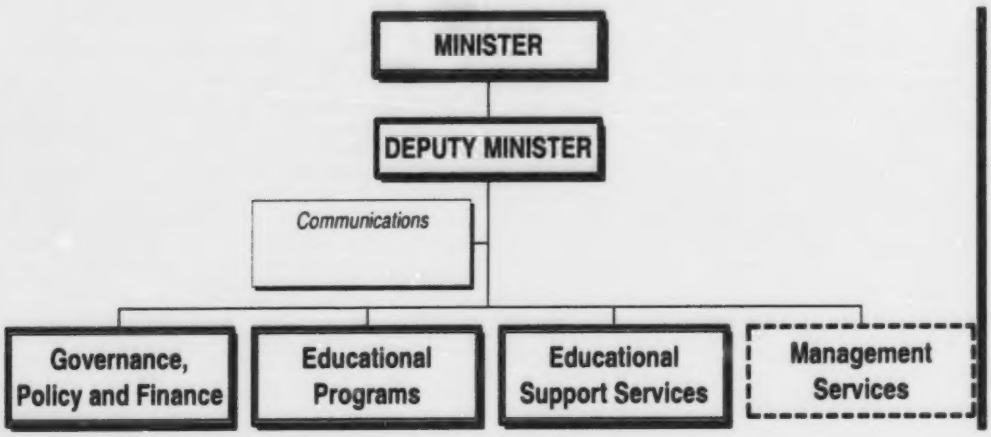
Management Services	• Provide corporate support services to Ministry of Education, Ministry of Advanced Education, Training and Technology, Ministry of Labour, and Industry, Training and Apprenticeship Committee • Operationalize the Employee Learning Strategy in areas of: performance management, personal and professional development, employee recognition, recruitment and retention and succession planning	Information Management, Human Resources, Information and Privacy, Finance and Administrative Services	132	17,212,000
Minister's Office			8	457,000
Salaries: Educational Programs, Educational Support Services and Governance, Policy and Finance Divisions[B]				14,350,000
Seismic Mitigation				621,000
Corporate Operations (systems, training)				3,074,900
TOTAL BUDGET 2001/2002			**383.8[C]**	**4,779,349,000**

[B] Includes benefits

[C] Estimates state 379.0 FTEs. After the Estimates were established, the Ministry sought and received approval from Treasury Board to manage with additional positions established under the provisions of Article 29 of the British Columbia Government Employee's Union collective agreement.

Appendix 1. Ministry Organization

The Ministry is organized into four divisions, three of which have broad responsibilities related to the school system. These three divisions have a total staff complement of approximately 384 full-time equivalents (FTEs), including professional, managerial, and administrative support staff, and an operating budget (excluding salaries and benefits) of about $14.8 million. The Deputy Minister's Office (including the Communications Branch and the Ministry Correspondence Office), with 28.5 FTEs and an operating budget of $2.6 million, has the responsibility of providing high-level corporate planning, budgeting and communications activities within the Ministry.



The Governance, Policy, and Finance Division (Operating budget: $1.11 million, FTEs: 65.8) has responsibility for managing the funding and capital planning processes, and for providing policy and legislative support to the Ministry, and oversight of independent schools. The branches in this division are:

- Governance, Legislation, and Independent Education
- School Finance
- Capital Planning

The Educational Programs Division (Operating budget: $5.01 million, FTEs: 70) has responsibility for education program development and liaison with the school system. The branches in this division are:

- Curriculum
- Special Programs
- Aboriginal Education

- Field Services

The Educational Support Services Division (Operating budget: $8.63 million, FTEs: 79.5) provides leadership in establishing and carrying out the main education accountability requirements of the K to 12 school system, ensuring a comprehensive, province-wide approach to the use of information and education technology, and providing services to students, schools, school districts, the Ministry, government, and the public through the collection, interpretation and dissemination of a wide range of demographic, administrative and performance data, and through certifying the graduation of students. The division also conducts education research and analysis (both internally and in partnership with scholarly organizations). The branches in this division are:

- Education Technology
- Data Management and Student Certification
- Student Assessment and Program Evaluation

The Management Services Division (Budget (including salaries and benefits): $17.21 million, FTEs: 132) provides management and administrative support to the Ministry of Education, the Ministry of Advanced Education Training and Technology, the Ministry of Labour, the Industry, Training and Apprenticeship Committee, and other agencies, boards, and commissions. The branches in this division are:

- Finance and Administrative Services
- Human Resources
- Information and Privacy
- Information Management

Appendix 2. Governance Structure for Public Schools

The education system operates under a three-level governance structure (government, school boards, and schools).

* Education Advisory Council Members: Assembly of First Nations (BC Region), BC College of Teachers, BC Confederation of Parent Advisory Councils, BC Federation of Labour, BC Principals' and Vice-Principals' Association, BC Public School Employers' Association, BC School District Secretary-Treasurers' Association, BC School Superintendents' Association, BC School Trustees Association, BC Teachers' Federation, Business Council of BC, Canadian Union of Public Employees (BC), Faculties of Education, Federation des parents francophones de Colombie-Britiannique, Federation of Independent School Associations, Conseil Scolaire Francophone de la Colombie-Britannique, and Ministry of Education

Appendix 3. Environmental Scan

Examination of the external and internal environments helps to identify those factors that are likely to affect the conduct and success of education in British Columbia. The Ministry has developed an environmental scan and the summary of observations is presented here.

The social and economic environment influences the system's operation and effectiveness. Factors such as the number and location of students, provincial funding levels, workplace requirements, special needs of children, and the level of support that the public is willing to provide to K-12 education all affect the operation and performance of the education system.

Population & Demographics

- British Columbia's population is aging, which means a smaller proportion of the province's population will be enrolled in schools and a larger proportion of provincial revenue may need to be directed towards the care of older people.

- Enrolments in elementary schools are projected to decline over the next 10 years, followed by declines in secondary enrolment.

- The rural regions of the province are seeing declining enrolments while about a quarter of school districts, primarily in the urban Lower Mainland, are projected to experience enrolment growth, even in the face of a provincial decline.

- Immigration, primarily from Asian countries, has substantially increased the need for English as a Second Language (ESL) service. Changing ESL needs are short-term consequences of this immigration, while in the long-term, the cultural and linguistic composition of British Columbia is being re-defined.

- The Aboriginal population in British Columbia is young (50 percent of British Columbia's Aboriginal population is under 25 years of age). Aboriginal people represent a growing proportion of people potentially entering post secondary education and the labour force.

- The number of children identified with special needs in British Columbia is increasing, including young children requiring intensive interventions. The cost of educating these students is substantially greater than for other students.

Teachers & Staffing

- A growing number of retirements are beginning to cause educator shortages in some areas of British Columbia. These are likely to be most severe in subjects such as mathematics, physics, chemistry, ESL, education technology, modern languages, and industrial and business education. International competition may exacerbate the difficulty of recruiting

teachers.

- Educator shortages are also likely to be more serious in remote areas of the province.

Social Context

- There is a public expectation that schools will assume responsibilities such as promoting tolerance, understanding, character development, and conflict resolution.
- There is increased concern on the part of parents and the school system about bullying in schools.
- A high percentage of parents work. This is resulting in requests for schools to provide or link to additional services such as pre-school and full-day kindergarten.
- There is a growing call for schools to be the locus for the integration of social services and to provide such services as daycare and meals.
- There is a growing awareness that a child's success in school will be determined by the development that has occurred during their first five years. This has created pressure for Early Childhood Development (ECD) programs to help prepare children for success in primary school.

Student Performance

- British Columbia's students perform well compared with their predecessors and with other Canadian and international jurisdictions.
- The poor performance of schools with respect to Aboriginal students is an important issue in the education system. The low graduation rate, coupled with more rapid population growth among Aboriginal youth, will create long-term social and economic consequences for the province.
- The number of students who are eligible for university education exceeds the number of available spaces in British Columbia universities.
- Admission of British Columbia students to colleges and technical schools has increased significantly in the last decade.

Employment & The Economy

- The workforce in British Columbia is aging and there are fewer young people available to meet employers' needs for qualified personnel.

- The service industry is the dominant employer in British Columbia, and an increasing number of workers are required in this sector. Many students are entering this sector directly from grade 12.

- The high-tech sector is expanding, requiring employees with specific technical and computer skills. Across many occupations, technological advances necessitate higher levels of employee skill, even in entry-level positions.

The Ministry

- Staff retirements, including a significant number of senior managers, are expected to increase in the near future, leading to a significant loss of corporate history, knowledge, and technical skills.

- Reductions in funding for the Ministry's operating budget are causing the Ministry to rely more heavily on policy directives and the redirection of existing funding to achieve goals for the education system.

- The shift in focus to student level outcomes is a new challenge for the Ministry and the education system, placing new demands on its information collection and analysis capabilities.

- School boards and independent schools are the agencies responsible for the provision of education and, thus, for the attainment of the outcomes sought by government.

- Court decisions and activities on the part of agencies such as the Ombudsman and the Human Rights Commission are additional influences on the policies of the Ministry of Education and the school system.

Appendix 4. List of Measures and Targets

A. Infrastructure related

1. Proportion of existing buildings with life expectancy less than 10 years (Target: maintain)
2. Proportion of curriculum documents that are older than 5 years (Target: decrease)
3. Universal access to the basic education program leading to graduation (Target: maintain)
4. Level of public satisfaction with K-12 education system (Target: increase)
5. Level of parental satisfaction with schools (Target: increase)

B. Student performance related

1. Percent of students meeting or exceeding expectations on Fundamental Skills Assessment (FSA) (Target: increase)
2. School completion rate (Target: increase)
3. Grade 8 - 9 transition rate (Target: increase)
4. Percent of students with a 'C' or better in Grade 12 courses (Target: increase)
5. Percent of Grade 12 students receiving scholarships (Target: increase)
6. Percent of students making transitions to work and/or post secondary education (Target: increase)
7. Measures of human and social development ready by 2001 and collected in 2002

C. Ministry Organization Related

1. Percent of personnel in branches who have the skills and attitudes needed to help the school system become performance oriented (Target: increase)
2. Percent of Ministry staff who feel they are contributing to improving performance in the system (Target: increase)